Tyler Brown

FIAE ch. 4,5,6

**Chapter 4**

As Wormeli discusses three valuable forms of assessment, I reflect on the things offered in my own high-school education and the similarities and differences between what is put forth in this chapter. It is hard to argue that what is discussed in the chapter is anything but true, however my own experience indicated that there are many ways this can go wrong when being implemented into the classroom.

In the use of portfolios, the major goal is to allow a concrete and visual representation of the growth of the student that will allow them, as well as the teacher, to reflect on their own progress and identify strengths of weaknesses leading up to the final product. This type of assessment also allows for a sense of pride and self-worth to be shared by the student once they are able to see how far they have come.

Incorporating rubrics can be used as a form of assessment that does well to clearly define the goal of the given assignment up front, and allow students to check their own work before handing it in to make sure that it meets the clearly defined expectations. Use of rubrics can also deliver a sense of the student’s ability to follow rules and directions. It helps teachers by defining a clear set of guidelines for them to base their student’s grade upon completion of the assignment. Rubric making requires some critical thinking by the teacher however, and failure to provide clarity, practicality, and fairness may result in mass confusion throughout the course of the assignment. In order to avoid such things, incorporating the student’s opinions about what requirements should be met allows them to take responsibility for their work and put them at the center of their learning.

Self-assessment is the third and final form of assessment outlined in the chapter. This form of assessment is one that I find to be the most useful as a student. In my own experience, teacher’s that encouraged self-assessment provided the most growth for me as a student. When one is able to reflect upon their own work, critique it, and defend the decisions they made throughout completion of the assignment, it allows for a fuller understanding of what they learned, what their objective was, and what they can do in the future to improve. It also allows teachers a better understanding of where the student’s perceive themselves to be in terms of mastering the objectives of the course.

**Chapter 5**

The idea of “tiering” instruction as a form of differentiation is interesting to me. I can see the positives that come out of implementing this effectively, but I can also consider how being too forward about the purpose of tiering in a classroom can lead to certain students feeling demeaned, and other students feeling nervous about displaying their aptitude in front of lesser prepared students. All in all though, I can see how using this form of differentiation can lead to a wider range of success that is inclusive of all sets of abilities and readiness levels. Providing multiple words for students to choose from in order to trigger their critical thinking process on a given topic helps accelerate their ideas. I remember dreading when prompts were given that included only one or two topics to base your writing on and I disliked the only options available.

**Chapter 6**

After reading this chapter, I realize that many educators over-look the importance of differentiating tests and making sure they do not contain bias or other flaws. Testing has always seems to be a concrete and non-evolving practice to me, but the ideas shared here are encouraging. The idea of providing multiple options for students throughout the course of the test is thoughtful, and only a couple of instructors in my educational experience have ever practiced this. Incorporating student’s names into test questions and making the test unique to the classroom is great for developing positive relations with the students during a time when they are likely to hate you. It also is likely to relax them and eliminate at least a small amount of the anxiety they might have about being evaluated. It is also important to be objective about the test and make sure that it is in line with what you have set for course goals of understanding and development. Failing to follow through with course goals at the point of summative assessment, where everything that has been learned is about to be portrayed, is arguably the worst time to make a mistake as an educator.